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ABSTRACT

This profile of the English language teaching situation in Egypt examines the role of English in society and in the educational system. The status of English as the main foreign language and as the medium of instruction in a small number of influential schools is discussed as well as the extent and content of the university English course. Also discussed are the need for English teachers, the materials used in the schools, and the key posts in the administrative structure that are significantly involved in English language teaching. A historical survey of development and planning activities, including learning objectives, is provided as well as a short description of opportunities for English instruction outside the educational system. The avenues of British and American support for English instruction as described as well as commercial opportunities for publication of English language materials, incentives for creative writing, and the current state of research. A bibliography and a concluding statement on the main weaknesses of the present situation complete the profile. (AMH)

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THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

ENGLISH TEACHING PROFILE

Country: ARAB REPUBLIC OF EGYPT **Date: March 1983**

1. ROLE AND STATUS OF ENGLISH

English is the main foreign language taught and used in Egypt, and its international usefulness in politics, education and commerce is fully recognised. The authorities have become aware that, to satisfy these needs adequately, school and university syllabuses need revision, better textbooks are required, the quality of teachers and teaching must be improved and particular attention must be paid to the teaching of English for special purposes.

English is the medium of instruction in only a small number of fee-paying schools in Cairo and Alexandria. Some of these were formerly run on British lines with British staff, and a few are still supported to some extent by various Trusts. These schools are influential because their pupils include the children of persons prominent in the Government, business and the professions. Within the Ministry of Education there are six English-medium private schools in Alexandria, eleven in Cairo. Although they use English as a medium of instruction for all subjects except civics, religion and Arabic language, the students follow an Egyptian curriculum. Two English-medium schools in Cairo follow a British curriculum to 'O' level; one in Cairo, one in Alexandria follow an American curriculum; and there are, in addition, two English-medium primary schools in Cairo which are expanding to 'O' level capacity. English is normally the medium of instruction in some areas of higher education, notably at the university stage in medicine, pharmacy, dentistry, science, veterinary science, engineering and architecture. Nurses are also taught in English at the Higher Nursing Institutes. The quality of this teaching is frequently poor, however, and lecturers resort to an increasing amount of explanation in Arabic.

In university departments where English is not the medium of instruction, for example history, archaeology, geography and commerce, it is often used as a study language: English references are consulted and postgraduate theses will include at least an outline written in English.

English is not widely used as a medium of communication among the general public. Most Egyptians who have received a secondary school education can say a few words in English, but the English of those recently graduated tends to be of a lower standard than that of earlier generations of school leavers.

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English is, however, an important language of international communication. Where tourists and foreign experts are to be found, it is commonly employed. It is widely used in trade. Cairo radio has news bulletins and commentaries in English, English language films are popular, and there is an English newspaper.

2. ENGLISH WITHIN THE EDUCATION SYSTEM

State education is free at all stages and compulsory at the primary stage. English language has not been taught to pupils of primary schools since 1950. A new education law is currently under discussion whereby English might be introduced at primary level. Given the shortage of qualified, trained English teachers this is not likely to occur in the near future, however; the current system whereby English is introduced as a foreign language, in addition to French or German, at the preparatory stage when pupils are approximately twelve years old, is likely to continue into the foreseeable future. Formerly, the preparatory course ran for three years followed by a further three years of secondary school for those who qualified. This six years basic education scheme changed in 1981 with the introduction of a new law, according to which primary and preparatory schools were merged into nine-year schools for compulsory basic education. Pupils at these schools are required to sit a single, general examination at the end of nine years, before those who qualify move to the academic secondary schools at age fifteen. Under the former education law pupils sat two general exams, one at the end of the six years of primary, another at the end of three years of preparatory education. Under the nine year basic education scheme English continues to be introduced at age twelve. Pupils who fail to qualify for the academic general secondary school can go to a technical secondary school, where English is also taught.

There are five periods of English a week at the preparatory stage, which amounts to about three hours of effective teaching. At the secondary stage, there are three periods per week in the first year. In the second year (fifth year of English) classes divide into literary and scientific sections, with five and three periods per week respectively. In the third year the literary section has six periods and the scientific section five periods of English per week; pupils who take English as a foreign language have fewer periods. English instruction of one or two hours per week is given to first year university students in some faculties, but shortage of qualified teaching staff is again a major problem.

In English Departments at the university stage the tradition is still heavily literary, even in contexts where a literary approach is inappropriate. Though courses called Linguistics and Phonetics are taken, generally in the first or second years of a four-year degree course, they are very superficial. The continuing literary tradition is particularly damaging in the Faculties of Education, where the teachers-in-training have insufficient language competence to deal with the literary texts prescribed. Invariably, students have insufficient practice in speaking the language and engaging in normal tutorial interchange in English. There are hopeful indications that this situation will change, however. Cairo University has instituted a Diploma in Applied Linguistics, and Ain Shams and Alexandria Universities a Diploma and MA in Applied Linguistics. The British American KELT/UCLA project (Key English Language Teaching Scheme/University College of Los Angeles) at Ain Shams University has produced a specially written curriculum which was piloted in several Egyptian Faculties of Education in 1981-82, and it is hoped will, in its definitive form, increasingly come to replace the disparate, ad hoc curricula currently in use, with effect from 1982. (As a beginning, eleven

Egyptian Faculties of Education commenced using the Ain Shams materials A University Course in English for Egypt, either in part or in toto, in October 1982.) As from 1982, the Ain Shams Centre for Developing English Language Teaching will graduate some thirty postgraduates each year, with the Practical Diploma in Applied Linguistics. Teaching standards in the state schools should improve as these filter back into the system.

English is an examination subject for the Preparatory School Leaving Certificate at the age of fifteen, and for the Secondary School Leaving Certificate which governs entry to the University. In the English-medium schools an advanced English paper can be taken, which may add a small number of bonus marks to the aggregate required for university entry; this paper may also be taken in the state schools, in the Thanaweya Amma (GCE) Examination.

At the preparatory and secondary stages the choice of syllabuses and textbooks is centrally controlled by the Ministry of Education. In the English-medium schools a wider freedom of choice is possible, but this is frustrated to some extent by state examination requirements. University departments of English prescribe texts for themselves (in the first year often ill-compiled anthologies by departmental staff) and generally supervise the teaching of English in other departments. English for these special purposes suffers badly from lack of interest on the part of teachers who have had no training, and from inappropriate course books.

Egyptian students of English literature are familiar with their own literary tradition, through their studies in school and university as well as through exposure to the media. That tradition reflects traditional Arabic-Muslim values although, in terms of form, literary genres show a variety of foreign influences (mainly English, since English is the first foreign language in Egypt.) No local writers work in English. English literature, together with other literatures, is regarded by the educated reading public as an invigorating source of the verbal arts; it is not regarded with any suspicion. Depending on the educational level of the reader, it is read both in the original and in translation. It is abundantly available in the latter form. No periodical, other than university journals, is specifically addressed to English literature. Literary magazines, such as Al Fusuul and Alif, treat of literary phenomena, irrespective of language and nationality boundaries.

English literature is studied both in state secondary schools and in university English departments. Secondary school students start reading English literature, usually in simplified or abridged texts, at fifteen or sixteen, and university students between eighteen and twenty two. About 90% of secondary school students take English as their foreign language requirement. The syllabus is prescribed by the Ministry of Education. The average secondary school graduate masters English to a level somewhat short of GCE 'O' level. Most English Departments admit students with above-average scores in the Thanaweya Amma examination (GCE), but even these require an additional year of intensive language training before they reach GCE level. The University of London GCE may be taken by Egyptian students, usually under British Council auspices. Teachers are given both pre- and in-service training in teaching English literature.

There are twelve national universities (plus branches) in Egypt, ten of which have Departments of English, with an average of 600 students over the four years of study leading to the BA in English.

The average number of hours devoted to English (literature and language) is sixteen to eighteen per week, averaging thirty weeks per academic year. Seven to eight subjects are taught over each of the four years of the degree programme, with the exception of the first year which, in most universities, has cultural subjects taught in Arabic; Cairo University is typical of other Egyptian English Departments. In the first two years there is more emphasis on language skills than on literature, although literary texts are introduced both as language aids (for reading comprehension, oral and writing training, etc) and for critical study. Undergraduates are required to read a considerable body of reference and critical material. Students read the set texts, there are quizzes during the academic year, and final examinations are text-oriented so that the students' understanding of the literary work is tested. Outside formally designated study hours there is relatively little contact between students and teachers. Performance and understanding are assessed through the regular quizzes, mid-year test and final examination. Textbooks are generally available, though prices for academic textbooks are sometimes high. There is a general shortage of reference and critical works, journals etc, both in university libraries and bookshops; departmental libraries are frequently understocked. Audio-visual aids are available and used, but only on a small scale; much more could, and would, be done were there a reasonable supply of recorded materials on cassette, slide and filmstrip. English is studied because it opens diverse, financially-rewarding job possibilities. Some graduates go into teaching, for want of a better alternative.

There are MA and PhD programmes. Research facilities are limited and in most cases students are given an academic year abroad. An increasing number obtain at least one degree abroad. Financial assistance is in the form of government scholarships, Fulbright Scholarships, Peace Fellowships, British Council awards. There is more American than British provision. Young university teachers (demonstrators) are recruited according to their performance over the last three years of their undergraduate programme. A very high average, 80 - 89%, is required. A junior Faculty member has to prepare for an MA degree over a five year period. This may be extended to six years, after which he/she is appointed Assistant Lecturer. For advancement thereafter, a doctorate (five to six years) is required, after which the Assistant becomes full Lecturer. Promotion to Associate Professor and Professor involves time constraints (five years in each case) as well as the quantity and quality of publications, and professional performance. At Cairo University, of eighteen PhDs in the English Department five have American doctorates, and two British Masters degrees. Recently, however, there has been a tendency to go to American universities, thanks to an increased scholarship provision both by Egyptian and American governments. There are informal channels between Egyptian and British/American universities but thus far, where English literature is concerned, there are no established university links (as there are, for example, between Egyptian and British Faculties of Education).

English literature is not given high priority in our activities, as our first priority is to re-establish language teaching on a sound footing in Egypt. A small number of bursaries is, however, awarded for scholars in the field of literature, usually to assist them to conduct research in order to complete Masters or Doctoral degrees. Scholarship units are available also to outstanding candidates in the field of literature. A British Council Special Tourist with experience in both literature and language teaching attended the Second National Symposium on English Teaching, hosted by Cairo University, March - April 1982.

There is an emphasis on the teaching of English for special purposes in the second and third years of the secondary course where materials are used to

assist the scientific section in employing English for Science. An attempt is made to cyclostyle suitable material for university students who are using English in studying engineerng, medicine, etc. Most of this work tends to be grammatically unsystematic and generally pays too much attention to lists of technical vocabulary. There are plans to increase the number of secondary schools for commerce, mechanical trades, industrial skills and agriculture. A secondary technical school has been established, with considerable British help, at Moharrem Bey, Alexandria, and a KELT post was established in 1981 at El Zawia el Hamra Technical Teachers Training College, Cairo. Another KELT post, with responsibility for upgrading ELT standards in eight five-year technical schools, was established in Moharrem Bey Technical School, Alexandria, in 1982. The English for Specific Purposes (ESP) Unit, Alexandria University, which currently has three KELT advisers, was established specifically to meet the service English needs of the Faculties of Engineering, Pharmacy, Agriculture, Dentistry, Medicine and Science. The KELT advisers at Cairo and Ain Shams Universities have also given some attention to ESP needs of individual faculties.

3. TEACHERS OF ENGLISH

The supply of teachers continues to be under strength, particularly in some rural zones. This shortage is likely to be exacerbated by the decision to extend basic education from six to nine years with effect from 1981. The shortage precludes, for the time being, any possibility of extending, simultaneously, the teaching of English to the primary schools. Student numbers in 1978/79 were:

Primary Education	4,287,124
Preparatory	1,547,308
Secondary	928,444
Training College	40,595
University Graduates	485,664
Teacher Training College	7,684
Faculty of Languages	293
Faculty of Education	59,750

Currently, there are plans under discussion by the Ministry for retraining 11,000 non-graduate teachers (of all subjects) for the basic education schools, and 31,500 teachers holding university degrees. It is difficult to make reliable estimates of the total number of trained teachers in the country, because large numbers of Egyptian teachers are seconded to other Arab states. In the preparatory and secondary schools, many unqualified teachers are assigned to teach English, particularly in rural areas. English Departments of University Faculties of Arts and Education are also seriously understaffed.

Nearly all the English teaching staff in government schools is Egyptian. Of nine VSOs currently working in the country, eight are engaged in ELT; four in Ministry of Education preparatory schools, four in English Departments of Faculties of Education and Arts, three in Faculties of Science or Engineering. There will be a modest increase in 1983, in the number of VSOs working in preparatory schools in Upper Egypt, as well as in university faculties. In the English-medium schools, a small proportion of the teachers are foreign, some being the British wives of Egyptians.

The staffs of Government secondary schools are qualified either by having taken a university degree followed by a one-year postgraduate course for a Diploma in Education, or by possessing a degree in an academic subject plus educational subjects from a Faculty of Education.

Many teachers of English at the preparatory stage are not qualified to teach the subject because they have graduated in such subjects as history, philosophy, geography or librarianship. Most of the teachers required to teach English to scientific sections in secondary schools are unfamiliar with scientific or technical English. The same holds true of Egyptian ELT staff in the five-year technical schools.

Most teachers at the preparatory and secondary stages are trained in University Faculties of Education. These now exist at Ain Shams, Alexandria, Assiut (branches at Aswan, Sohag, Qena), Cairo (Fayoum), Helwan, Mansoura, Menoufeya, Minia, Suez Canal, Tanta and Zagazig. Because of the large numbers involved, courses tend to be taught in isolated components: language, literature, methodology, psychology, philosophy. Teaching practice takes place in the third and fourth years, but is not necessarily supervised by the lecturers who taught the methodology courses. Many graduates in English from Faculties of Arts become teachers in secondary schools. They are able to obtain a teaching qualification through part-time attendance at a Faculty of Education. The American University in Cairo, Ain Shams University, Cairo University and Alexandria University offer a Diploma and an MA in Teaching English as a Foreign Language (TEFL). The British Council Direct Teaching of English Operations (DTEO) in Cairo offers the Royal Society of Arts (RSA) Teacher Training programme, as does the International Language Institute, Cairo. Training courses run by the Ministry of Education In-Service Training Centres in Cairo and Alexandria at present reach only a minority of teachers. It is hoped that the UK training of small groups of English Inspectors (six at Leeds, 1980-81, fifteen at Reading 1981-82, eleven at Reading 1982-83), in conjunction with future activity of the Ain Shams Centre for the Development of English Language Teaching (CDELT) will stimulate positive initiatives in the in-service training of teachers of English throughout the country.

Following the Ain Shams Symposium for Egyptian teachers of English, April 1981, the establishment of a Teaching English as a Second Language (TESL), organisation for Egypt has been mooted but has not yet been implemented.

4. TEACHING MATERIALS

In the past, Egyptians were influenced by the British literary tradition. During the 1950s and 60s, the prescribed reader - generally a simplified text of a 'great work' - was the central point of the teaching programme. Detailed questions were set, and the book had to be fully covered, in both the linguistic and literary senses. In 1970-71 a shift of emphasis, lasting until 1979, was made towards reading the prescribed book extensively for the enjoyment of the story. The examination no longer posed questions on minor details of plot or character and language to such an extent as formerly.

In the first three years of the preparatory stage, the Ministry of Education prescribes a locally-produced book, Living English, specially written by Egyptian linguists trained in structural linguistics in America some years ago; some schools in Cairo and Giza use Stannard Allen and Alan MacLean, Progressive Living Enlish for the Arab World, books 1-3, as an alternative. The specially written textbook, Living English, presents dialogues or passages for reading and study, followed by language work. With these

coursebooks there is less need to use the prescribed readers as the main source of language teaching material in the classroom.

At the secondary level, L G Alexander, Practice and Progress, and Nucleus General Science are used, together with various supplementary readers.

The current situation is that Living English, with its oral-aural approach, has been used for more than ten years, and is not felt to be out-of-date. A major textbook project is in hand, involving four British publishers whose materials, written specifically for the Egyptian market, are likely to be introduced at the preparatory level in 1983. At the time of writing, a Ministry decision is awaited as to whether these materials will be introduced on a regional basis (Cassell: Upper Egypt and Giza, Heinemann: Cairo and Alexandria, Longman: Lower Egypt and Delta, Macmillan: the Canal Zone and some regional governorates) or whether only one, or possibly two, will be selected for introduction. Whatever the decision, one effect of introducing new textbooks will be to switch emphasis to a more communicative approach, based on functional-notional theory. The publishers will no doubt be invited to mount appropriate training programmes to meet these new methodological requirements.

Once these three years are provided for, the Ministry will probably replace Practice and Progress at the secondary level, perhaps with an extant commercial text. Alternatively, depending on the success of their preparatory courses, the same British publishers may be invited to prepare coursebooks for the secondary stage.

In the technical sector, K Methold and D Waters, Understanding Technical English (Longman) has been used, but it is now being replaced at Zawia el Hamra, Kubba and Dar es Salaam, by the general English courses, English Alive (Arnold) and Encounters (Heinemann), reinforced by ESP materials developed by the KELT adviser. Kernel (Longman) and Beardwood, Templeton, Webber: A First Course in Technical English (Heinemann) were used at Moharrem Bey, where the latter was originally developed. This course has now been replaced by English for Technicians, books 1-5, which was specially written for Moharrem Bey and is currently being introduced into the eight five-year technical training schools of the Moharrem Bey type (Moharrem Bey, El Wardian, Kafr el Sheik, Zagazig, Port Said, El Minya, Helwan, Aswan).

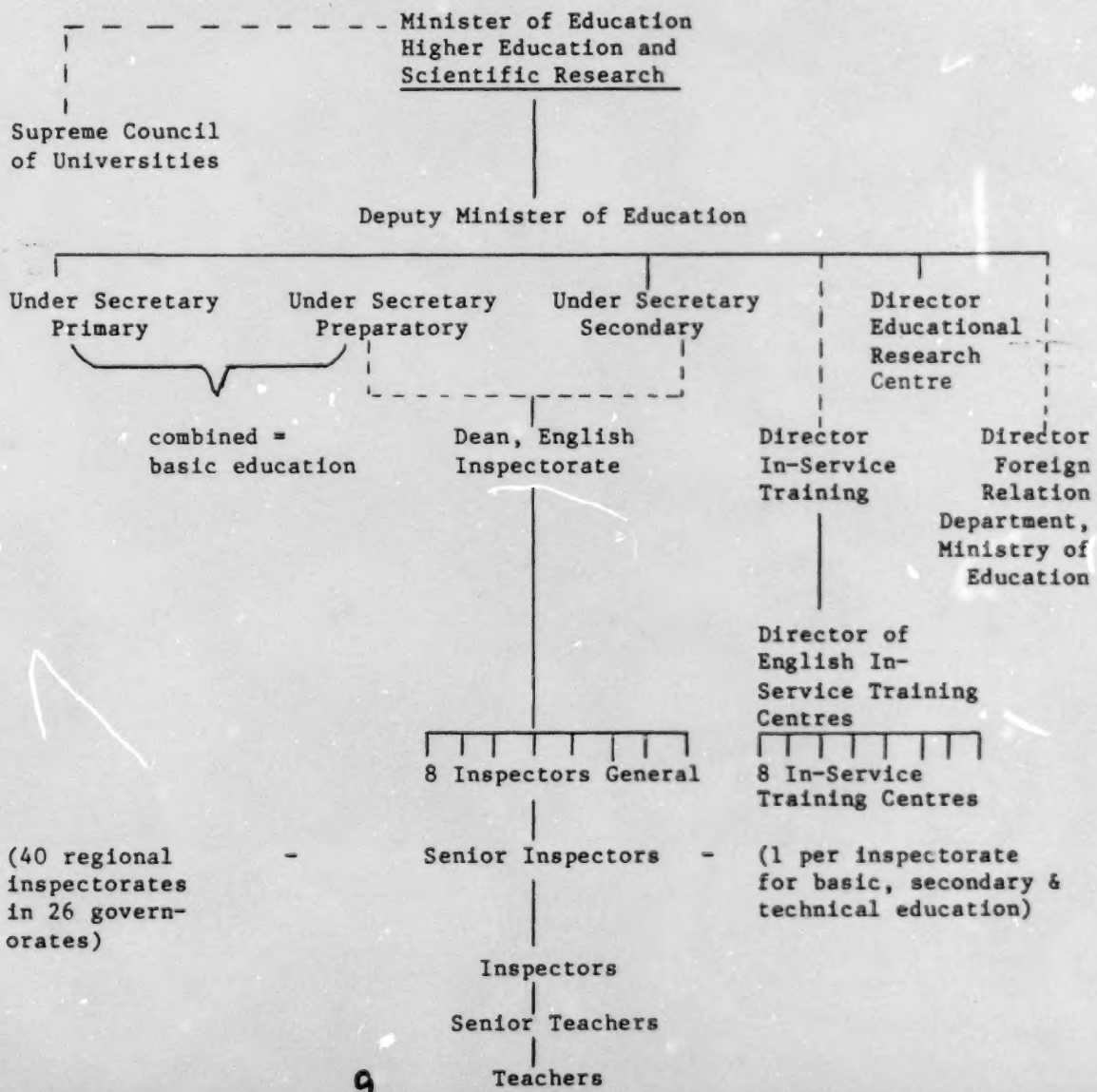
Since Living English is produced locally, adequate stocks are usually available. There seems to be little difficulty, apart from normal delays in delivery, in obtaining the other books, which are mainly supplied by Longman for whom the Sphinx Bookshop is a competent local agent. At the university level budgets are totally inadequate for the increasing cost of British books, and there is a shortage of texts and critical works. There are sales outlets on most campuses, but universities frequently begin the academic year with these outlets closed, because no books are available for several weeks of the academic year. Delays are variously ascribed to administrative incompetence, paper shortages, etc. British Council and Overseas Development Administration (ODA) book presentations have gone some way towards improving this situation, and the introduction of the Low-Priced Book Scheme has been of considerable benefit. The Egyptian Ministry of Education, through the Central Agency for School and University Textbooks, undertakes the local printing of an increasing number of university textbooks, at costs which local students can afford. There is a general shortage of ELT materials in schools, but several have television and cassette recorders, and enterprising teachers manufacture their own magnetboards, flannelboards, etc. A central Resources Centre at Manshiet el Bakri is available to teachers from further afield.

The current uniformity in textbooks may be partly mitigated by the introduction of British-produced courses for the preparatory levels in Egyptian schools. At the tertiary level, beginning in 1982, the Ain Shams Current Development Programme (CDP) material will be increasingly generally adopted by Faculties of Education. Although these initially encountered some slight opposition from the more conservative Heads of Departments, protecting their autonomy, their literary-based syllabus and, in some instances, the sale of their own books and pamphlets, eleven Faculties have agreed to use the CDELT-produced University Course in English for Egypt, from October 1982.

Tapes and films are little used except in the in-service training centres. The Ain Shams CDELT is developing teacher-training packages for dissemination to the In-Service Training Centres (ISTCs) and regional inspectorates. The Ministry Resources Centre at Manshiet el Bakri has its own recording and TV studios, available for use by all teachers.

5. Educational administration in relation to English teaching

Below is an organogram of the key posts in the Ministry of Education with responsibility for, or significant involvement in, English language teaching:



The Minister of Education is also Deputy Prime Minister and Chairman of the Supreme Council for Universities. The Deputy Minister is in charge of educational planning, has an overview of basic and secondary education, and controls examinations and foreign cultural relations through departments in the Ministry of Education and Higher Education. The key figures in educational administration are the Undersecretaries. From time to time, slight changes are made in the allocation of duties, and over the past ten years there have been significant changes in the number of posts without any real change in the structure. The organogram does not include all Undersecretarial posts; in the context of English studies, the most significant appointments at this level are the Undersecretaries for Preparatory, Secondary and Technical Education. The Director of the Educational Research Centre also has Undersecretary rank. Other posts not at Undersecretary level, but directly answerable to the Deputy Minister and with significant ELT involvement, are those of Director In-Service Training at Manshiet El Bakry, and Director Foreign Relations Department, Ministry of Education. The latter is responsible for clearing teaching personnel arriving in and departing from Egypt on missions.

The Supreme Council of Universities is presided over by the Minister of Education and Scientific Research. Members are Presidents and Vice-Presidents of each University, one member selected annually by each university council from among the Deans of the university faculties, five external members known for great interest and experience in university education and public affairs, plus the Secretary General of the Council. The Council is responsible for delineating the general policy of university education and scientific research in universities, in order to attain national objectives in social, economic, cultural and scientific development.

Throughout the fields of higher university education, the Council coordinates university studies and academic degrees, the teaching in faculties, institutes and university departments, and university teaching appointments. It is also concerned with determining and creating fields of specialisation for professorships, the equivalence of foreign academic degrees, and academic coordination between faculty members in various universities. At the end of each academic year, the Council determines the number of students to be admitted in the following year in each faculty, and establishes regulations for admission. Within the framework of its responsibilities, the Council sets university by-laws, and approves faculty regulations. It advises on the government grants given annually to each university, and deals with any relevant issues raised by the Minister of Education or any of the universities.

The provincial organisation of educational policy and planning is still largely centralised. In each of the twenty six governorates there is an Assistant Undersecretary for Education (with the rank of Undersecretary in the governorates of Cairo, Alexandria and Giza), who is responsible for the execution of plans and of the orders transmitted from the central Ministry in Cairo.

The English Inspectorate is strongly hierarchical. There is a Dean of English and eight Inspectors General - three each for basic and secondary education, two for technical education - with responsibility for the forty inspectorates scattered nationwide in twenty six governorates. Some areas have several inspectorates; Cairo has twelve, Assiut two, Tanta two, Mansoura two, Giza four, Alexandria three, Sinai two. Each inspectorate has Senior Inspectors of English for basic, secondary and technical education, responsible for the inspectors and teachers in that area. The zonal inspectors implement the policy of the Ministry of Education with regard to text-books, radio and television programmes, preparation of syllabuses, etc. The Inspectors General

determine the general shape of the teaching of English, although they rely on the cooperation of the Undersecretaries of State in achieving action and approval to spend money. In general, it may be said that the Inspectorate does not have sufficient status to be fully effective as an educational supervisory body, the Minister and Deputy Minister of Education having the final word on all matters of educational policy. Since 1980, a Technical Cooperation-funded programme of English Language training at British university centres of applied language study has been in operation, to upgrade the ELT skills of Egyptian Inspectors of English from Cairo and the regional inspectorates.

The Director of the In-Service Training Centre, Manshiet El Bakri, is also directly responsible to the Deputy Minister. The Head of English has supervisory responsibility for in-service training in English, both at Manshiet El Bakry and at the other eight in-service centres in Egypt: Cairo North, Cairo South, Alexandria (Boukla), Tanta, Zagazig, Port Said, Assiut and Aswan. Two further ISTCs have been proposed for elsewhere besides the two centres that have been established under the auspices of Mansoura and Suez Canal Universities, to serve their respective areas. Two KELT advisers in the Ain Shams CDELT are currently engaged in collaborative work, developing training packages for use in, and dissemination through, the ISTC network.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

Since the beginning of the nineteenth century, Egypt has had a modern system of education. The Faculty of Medicine was established in Cairo in 1827, the Faculties of Pharmacy, Agriculture, Engineering and Modern Languages shortly after. At that time, the state concentrated on a utilitarian approach, to train people for the technical and administrative posts required for building modern Egypt.

Following the British occupation in 1882 education was restricted, controlled all over Egypt by the British central authorities, and used principally as a means of producing white collar civil servants. In 1922 Egypt achieved independence and control of its own internal affairs, including educational administration.

The first Egyptian constitution, in 1923, proclaimed compulsory free elementary education for all Egyptians, male and female. In 1925 an ambitious programme, aiming at the universalisation of compulsory education within twenty five years, was launched but until 1952 this covered only 45% of the child population.

After the 1952 Revolution, the Egyptian constitution of 1956 confirmed education as the right of all Egyptians, declaring that the state should supervise public education, and that education in its various stages should be free as well.

The present constitution of 1971 contains new provisions, covering the extension of compulsory schooling to the post-primary stage, the obligatory teaching of religion in public schools, the eradication of illiteracy as a national priority, and the independence of universities and research institutions.

The following data are available for 1981:

(a) Approximately seven million students are now enrolled in 13,000 schools and twelve universities, ie one in six of the population is receiving education at some level.

(b) Approximately 4.5 million children, or 83% of the 6-12 age group, are enrolled in primary schools. It is hoped that almost 100% enrolment will be achieved in 1983.

(c) Approximately 1.6 million boys and girls, or 50% of the 13-15 age group, are enrolled in preparatory schools.

(d) Approximately a million boys and girls, or 33% of the 16-18 age group, are enrolled in the different types of secondary education. In 1981 468,303 of these were in general secondary education, 552,151 in technical secondary education, 40,595 in teacher training institutes, and 5,437 in five-year technical schools.

(e) Approximately 450,000 students, representing 10% of the 19-22 age group, are enrolled in twelve universities comprising 148 faculties.

In the basic education stage the overall aim of teaching English as a first foreign language is to provide learners with the ability to communicate in English, to the extent necessary for their everyday needs in the variety of environments they inhabit. The English course at this stage has a two-fold purpose. It aims at enabling students who end their formal education when they complete their basic education to maintain a minimum competence level (ie survival language competence), which makes it possible to perform such simple tasks as reading instructions in English and responding to them, exchanging greetings, explaining directions to a foreign visitor, writing particulars about themselves on a form, discussing prices, etc. For students continuing to secondary and tertiary education, this three-year course aims at providing a foundation for more advanced and specialised uses of English, including academic study and occupational purposes.

At the secondary level the teaching of English is aimed primarily at maintaining, consolidating and developing the English language skills initiated at the basic stage. The assumptions made in planning the basic course are also valid for the secondary level, viz that this stage is either terminal, preparing students for life, or that it paves the way for university and higher education. Language teaching at this level, therefore, aims at developing the survival language competence aspired to in the basic stage and, additionally, focuses on developing the skills needed to pursue academic study, particularly the listening and reading skills. A major objective of teaching English at this level is to develop the ability to read extensively, with reasonable speed, and assimilate the content thus read. Science students, on the one hand, should have access to technical terminology as a step toward preparing them to deal with the language of science in higher education. Future arts students, on the other hand, are exposed to literary language in order to develop their appreciation of it.

The cumulative effect of the general secondary course is summed up by the Ministry as follows:

- assisting students to communicate effectively in English, whenever necessary in their chosen areas of study or activity;

- assisting each student to fulfil his or her individual potential in the language;

- developing to the highest level those linguistic skills which are most relevant to the Egyptian user of English;

- developing awareness of, and sensitivity to, the cultural heritage of the English-speaking world, emphasising its contemporary function and, through the medium of English, opening a window on international culture;

- developing, through studying English, right attitudes to the study and use of a foreign language;

- reaching a satisfactory level of attainment in the Thanaweya Amma;

- en route to this examination, allowing individual students to achieve proficiency in important, specific behaviours.

The objectives of university education in Egypt are to provide the qualified man-power needed for the country's social and economic development; to conduct the scientific research needed to solve national problems; to provide qualified professional leadership both for government offices and the public and private sectors; to provide qualified man-power to meet the needs of the Arab world. English Studies at the tertiary level is a significant component of these objectives.

In order to keep pace with rapid educational expansion, the Ministry is keen to prepare teachers for the different types and stages of education. Teachers for primary schools are trained in Teachers' Institutes, which offer a five year programme after the preparatory stage. There are sixty seven schools of this type. Some of the students specialise in physical education, music or art education. The programme includes subjects similar to those studied at the secondary stage, plus educational psychology, pedagogy and the primary school curriculum. Graduates are awarded a teaching diploma. Some of the best may be admitted to faculties of education.

Teachers for preparatory and secondary schools are prepared in the sixteen Faculties of Education, and specific teacher training colleges. They follow a four-year programme, concentrating on subjects of specialisation in the first two years, and on pedagogical preparation in the last two years. Trainee English teachers gain a BA in English and Education. The Ain Shams KELT curriculum development and outreach programmes are currently involved in eleven of these sixteen Faculties.

There is also a one-year programme through which university graduates may qualify for the teaching profession in the Faculties of Education. Graduates are awarded a general diploma in education.

Since 1981, technical education has become increasingly important in the Ministry's scale of priorities. Parallel to the system of general secondary education are three-year technical secondary schools, for students in the fifteen - eighteen age group. Their aim is to produce semi-skilled labourers for industry, agriculture and commerce. There are also fourteen five-year technical training schools, for the age group fifteen - twenty, the aim of which is to produce more skilled technicians, and three five-year technical teachers training colleges. Two KELTs are currently involved in the five-year schools in the technical sector.

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

There is considerable demand by the general public for English classes, and large numbers of students attend classes offered by the Public Service Departments of universities. A few of the English-medium schools offer

evening classes in English. There is a handful of commercially-run language schools, principally in Cairo and Alexandria, of variable quality. The Americans have a Teaching Centre in Alexandria.

There are a small number of commercial schools of English in Cairo and Alexandria, and evening classes are provided in some of the English-medium schools. The Public Service Division of the American University in Cairo is the largest agency providing courses, at various levels, for adults who wish to learn English; it has some 6,000 fee-paying students. Similar extra-mural work is carried out in Ain Shams, Cairo and Alexandria Universities. The British Council has direct teaching centres in Cairo (2,500 students) and Alexandria (1,500 students); the Alexandria DTEO is currently undergoing expansion. International Language Institute, an affiliate of International House, has centres in Cairo, Heliopolis and Alexandria. There is scope in the major centres for additional, reputable, private schools of English to start operations, and at present there is no commercial provision in Upper Egypt or most of the Delta.

The BBC series Follow Me, On We Go, People You Meet, are shown in sequence on Egyptian TV. The accompanying textual material is available from local bookshops.

The Educational Programmes Section of Egyptian TV (Director: Salah Samhan, Head of English: Fayez Ateya, who was responsible for the Arabic texts of On We Go and People You Meet) is currently planning a series of short ELT programmes for the preparatory and secondary stages.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

The Council runs DTEOs in Cairo and Alexandria.

British Council ELT staff are:

English Language Officer	-	Egypt
Director of Studies	-	Cairo
Director of Studies	-	Alexandria

The Cairo DTEO has (1982) has three London-appointed posts (L/A) and one locally engaged (L/E) person in positions of responsibility: Assistant Director of Studies (ADOS) Teacher Training, ADOS Course Development, Resources Officer, and ADOS Centre Development. There are also eight L/A contract staff in positions of less significant responsibility, and twelve L/A staff on L/E contract terms. In the Cairo DTEO there are, at any one time, between 2,400 and 2,500 students; in Alexandria approximately 1,500, although this latter figure should increase with the move to new premises in 1983.

The Cairo DTE has thirty two full- and part-time L/E teachers, and Alexandria has one locally engaged ADOS, two senior teachers and thirty L/E teachers. In Cairo, there are currently 125 classes on timetable, with an average of 19.5 students per class; the number of classes characteristically fluctuates between 120 and 130. Seventy per cent of the instruction is in general English to Cambridge Proficiency level. The remaining thirty per cent is project-related English, and ESP for groups (eg nurses, medical personnel, international telephone operators, senior Egyptian UN staff, etc.) The RSA preparatory TEFL Certificate programme is offered.

The ODA-sponsored KELT posts are as follows:

Ain Shams CDELT	7 KELT posts
Alexandria University, ESP Unit	3 KELT posts
KELT (technical schools), based in Alexandria Technical School, Moharrem Bey	1 KELT post
Zawia el Hamra Technical Teachers Training College	1 Category IV ELT Adviser

There are eight VSOs working in ELT in Egypt, four in university faculties, four in Ministry of Education preparatory schools. It is hoped that this number will increase in 1983-84.

A number of British women, married to Egyptians, teach in the American University and the English-medium schools.

The KELT advisers in the ESP Unit, Alexandria University, supervise the provision of service English for all faculties in the University, except Arts, at both undergraduate and postgraduate levels, and are heavily involved in both the Diploma and MA TEFL programmes. They provide service English to the Higher Institute of Nursing and prepare junior university staff, proceeding to higher studies abroad, in English.

The KELTs in the Ain Shams Centre for Developing ELT have revised the curriculum for undergraduates in the first two years of Egyptian Faculties of Education, and are engaged in outreach to provincial universities and the upgrading of teacher skills. A practical Diploma and MA TEFL have been established. Two members of the team are working closely with Ministry In-service Training Centres, developing teacher training packages for dissemination throughout the country. The annual national ELT seminar, which is a CDELT initiative, is now established as the principal ELT forum in Egypt.

The KELT adviser to the technical sector is based in Moharrem Bey, Alexandria, but has supervisory ELT responsibility for eight five-year technical schools. His brief is to upgrade the teaching skills of the ELT staff in these schools, both through on-site training and annual seminars, and to assist in the introduction of the Technical English Course developed at Moharrem Bey by ELT Technical Cooperation Officers (TCOs), 1977-82.

The Category IV ELT Adviser at Zawia el Hamra Technical Teachers Training College, Cairo, is producing an English syllabus for trainee technical teachers, and upgrading the teaching skills of the Egyptian ELT staff at Zawia, Kubba and Dar es Salaam teaching training colleges.

In March 1981, the first National Symposium of ELT in Egypt was organised by CDELT, Ain Shams University, with guest speakers from Britain and the United States. This addressed a wide range of issues related to English studies at the primary, secondary, tertiary and technical levels in Egypt. The next symposium, hosted by Cairo University in March 1982, and again with the participation of British experts, addressed itself to the issue of Discourse Analysis. The March 1983 symposium will return to Ain Shams and be concerned with aspects of pedagogy and teacher training. It is hoped that the 1984 symposium will be in Alexandria, and devoted to ESP.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

The main American Activity is centred in the American University of Cairo (AUC), where the Department of Public Service provides English language instruction for 6,000 students. A twenty two-hour pre-service DPS workshop trains qualified English teachers for DPS teaching. To encourage teachers, AUC offers a limited number of scholarships for continuing study in its TEFL programme. Twenty per cent of the DPS teachers take advantage of the scholarships. DPS also tailors special English courses to meet the requirements of local organisations.

The US International Communications Agency (USICA) has a direct teaching centre in Alexandria, administered through the Fulbright Commission. Current enrolment is 265. There are nineteen teachers, all Americans, approximately half of them TEFL-qualified. The target clients are: Egyptian students who have completed at least two years of university studies and are proceeding to the USA for further study; USAID project trainees; trainees from the commercial sector with a potential/actual American connection; TEFL trainees.

In 1981, USAID launched a study programme designed to open access to English language study to areas principally outside the main metropolitan centres. Forty instructors - four each from Aswan, Assiut, South Cairo, North Cairo, Zagazig, Ismailia, Tanta, Mansoura, Port Said and Alexandria - were trained at the US Defense Language Institute, English Language Centre, Lackland Airforce Base, San Antonio, Texas. The universities in Mansoura and Ismailia are mounting the effort in those two locations; the remaining eight will utilise In-Service Training Centres operated by the Ministry of Education. Materials developed at the Defence Language Institute (DLI) have been presented to each centre, together with basic hardware for audio-instruction: two cassette players and a learning centre with twenty sets of headphones for each of the ten Centres. English language instruction, ranging from elementary to advanced, is available to these Centres, on a continuing education basis, for citizens of the local community. The first target audience was Peace Fellowship candidates at the skilled end of the proficiency scale. The Americans normally offer some 500 Peace Fellowships annually, but have experienced difficulty in recruiting this number of applicants suitably qualified in English.

USAID's main thrust is now through the University Linkage Programme. Its educational support funds have been given to the Universities Supreme Council, which receives and administers applications from Egyptian universities for academic links and exchange of persons with American Universities. A USAID representative sits on the administrative board of this scheme.

The Fulbright Commission sees ELT as a legitimate area of activity. In 1982, there were about a dozen Fulbright professors (of all subjects) in regional universities in Egypt. Three of these were in ELT: one in linguistics at Cairo University, one in American studies at Alexandria, one in psychological aspects of language study at Tanta. Until 1982, eleven Princeton University Volunteers were attached to Egyptian university faculties through the Direct College Programme, and engaged in direct ELT in the classroom. This programme terminated in 1982 however, as it was planned to replace Princeton with Peace Corps Volunteers. It is hoped that a Peace Corps presence will be established in 1983.

10. **OTHER AGENCY SUPPORT:**

In the metropolises of Cairo and Alexandria, there is a small number of foreign volunteers - Arabic students from English universities spending one year as assistants in Egyptian universities and English-medium schools, a few attached to religious agencies, some 200 French cooperants in French-medium schools, etc.

Outside the metropolitan areas (mainly), there are three programmes worthy of note:

i. Project Trust, the British, non-profit-making organisation, sends school leavers for one year. At present there are eight volunteers in Egypt, four in Damietta, four in Cairo, teaching in kindergarten, primary and convent schools. Under this scheme, volunteers pay the trust a sum of money (now £1,050) sufficient to cover their fares and administration costs, and receive a small local salary but little administrative backing. Heretofore their work was organised by a Dutch agriculturalist, based in Damietta, who left Egypt in December, 1982. Since January 1983 the contact man has been the Headmaster, British International School, Zamalek, Cairo. From 1983 Project Trust may expand its activities slightly in Egypt.

ii. Zagazig University has had some success in recruiting recent graduates from UK Arabic departments to replace VSOs.

iii. APSO, the Irish Agency for Personnel Services Overseas, expressed interest in putting three to five volunteers into posts similar to those filled by VSOs, with effect from September 1982. In the event, only one post has been filled so far, in Mansoura University Faculty of Education. APSO is looking for qualifications comparable to VSO, and works from a similar rationale. If this scheme develops, increased VSO-APSO collaboration will be encouraged.

The American Princeton-in-Aisa programme (see Section 9) is currently in abeyance, and the Peace Corps has not yet established a presence, although this is planned for 1983.

11. **COMMERCIAL OPPORTUNITIES**

Apart from the work of the Central Agency for School and University Textbooks which publishes textbooks in English for the Ministry of Education, publishing is largely dependent on foreign publishers. The Central Agency is responsible for the purchase and distribution of British ELT textbooks for schools, the supply of which is negotiated with very narrow profit margins to the publishers, who must accordingly rely on sales volume to justify the transaction.

Heinemann, Cassell, Longman and Macmillan are sufficiently involved in the preparation of English language courses for the preparatory stage to have maintained writers in residence in Egypt for varying periods in 1980-82. Longmans employ an ELT Field Editor in Cairo, and the Sphinx Bookshop as their local agent. Once the choice of course material is made at the preparatory level, it is possible that these and other British publishers will be invited to tender for course work at the secondary stage also. Representatives of other British/British affiliated publishers - Arnold, Collins, Evans, Harcourt Brace, Nelson, Pergamon, Oxford and Cambridge University Presses, etc - visit

Egypt and are advised of developments in the field of English language teaching.

As indicated in Section 4, the demand for British ELT textbooks, is considerable and British publishers can win major orders, particularly for preparatory and secondary schools. To do so, it appears essential for publishers (a) to keep informed of Ministry requirements and intentions through regular consultation with the relevent Egyptian contacts, and (b) to be able to meet these requirements from their lists. A 'big name' on a publisher's list might well influence which texts are prescribed for use; once prescribed, a textbook could enjoy a remarkably long sales life.

Publishers who are invited to tender for Ministry course development projects must, however, be prepared to experience frustration, delays, possible investment loss and even lack of definition in their basic terms of reference. The four publishers currently bidding for preparatory course orders have, long since, all had their materials pedagogically approved - twice - by local committees of ELT advisers, but have still not been advised as to whether one course, or all four, will ultimately be selected for use.

It is probable that the prescribed texts currently in use for the secondary stage will also be replaced in the near future.

Other publishers should perhaps attempt to identify and supply minor areas of need for which there is no, or inadequate, present provision, eg in some areas of ESP. Some commercial interest, for example, has been shown in the materials produced by one or other of the KELT projects.

A joint Egyptian-British Venture Company for publishing textbooks has been established in Cairo for twenty five years under the name of the Egyptian International Publishing Company Longman. The British side is represented by Longmans, the Egyptian side by a number of local private investors. In the first phase of the project the company plans to distribute textbooks in English in the Egyptian market then, in the second phase, to neighbouring Arab states. It will publish English language school books currently imported from abroad, and new books to teach English and other subjects which have been prepared specially for the Egyptian student studying English. The company will also publish textbooks in Arabic on science and technical subjects for students in Egypt and, it is hoped, other countries in the Arab world. Using Egypt as its export base, it will concentrate on educational titles only. This initiative derives from the realisation that Egyptian students are increasingly unable to afford UK-produced textbooks. Longmans are finding it increasingly difficult to sell, in Egyptian and other Arab markets, books produced outside this geographical area. They consider that the potential for sales of books produced locally, and hence more cheaply, is considerable. It remains uncertain what percentage of potential profit such a joint venture will be able to remit to the UK, but this will presumably be determined by local investment law.

Acute financial stringency suggests that the sale of other ELT materials and equipment, including both software and hardware - neither of which is widely used - and the British Council's Paid Educational Services, (PES) information and advice, is likely to be minimal in Egypt for the foreseeable future. General lack of funds is also a factor to be considered in other areas, where a need clearly exists but commercial potential appears dubious. There are, for example, remarkably few reputable, private language schools in Egypt; more would be welcomed, both in the two main cities and up-country, where virtually no provision exists. It is doubtful, however, whether an economic fee sufficient to recruit, and keep, qualified staff and to meet the running costs

of a responsible and profit-making enterprise could be afforded by the target clientele. Indeed, some of the smaller British language schools have functioned precariously at best, or ceased operating entirely. Likewise, while there is a regular demand for qualified British teachers there is insufficient money to meet their recruitment costs, let alone pay them more than a subsistence wage. (An Egyptian university lecturer earns £E80-100 per month, a University Head of Department £E120-150).

There is some demand by more affluent students for language courses in the UK, usually during the summer months. No statistics are available, however.

There is a major need for teacher training. Within the limited area of British involvement, this is being met in part by the pre- and in-service training activities of th KELT team at Ain Shams University; by the two KELT advisers working in the technical sector; by our TC-funded training programmes for Egyptian Inspectors of English, formerly at Leeds, currently at Reading, University; by the annual award of a dozen summer school bursaries for teachers of English; and by regular training programmes mounted at in-service centres by British publishers (eg Longmans) at the request of the Ministry of Education.

The principal British examinations administered by the British Council in both Cairo and Alexandria are the University of London GCE, and the University of Cambridge First Certificate and Proficiency examinations in English (FCE and CPE). GCE passes in five '0' levels are regarded as adequate for entry to Egyptian universities, and some students prefer this option to taking a larger number of subjects in the Thannaweya Amma. In 1982, 652 candidates entered for the June session of the GCE exams, 750 for the December session. The only recognised GCE centre is the British International School, Cairo. FCE and CPE numbers remain relatively low, in 1982 there were fewer than 100 in Cairo and Alexandria for both the June and December sessions.

The Council also arranges examinations for a number of British institutions and examining boards, sometimes on an individual basis. Most recently, these have included MRCP, RCOG, ACCA, AIA, BBC, ICMA, RSA, PPE, PLAB, JMB, and the Open University.

More than a thousand candidates for further training in Britain are tested annually for competence in English through the English Language Testing Service, which is conducted in both the Cairo and Alexandria DTEOs.

12. CREATIVE WRITING

There are no significant writers' associations, writers' workshops or literary societies dedicated to British writers, nor any significant literary prizes awarded for original work in English. (In 1981, however, a VSO was awarded first prize in a minor competition in Alexandria for poetry in English.)

13. CURRENT RESEARCH

There are English Departments in the Faculties of Arts and Education of most Egyptian universities. The majority of students study to BA level only, but postgraduate study to MA and PhD level is available in Egypt. An increasing number of students do at least one year's postgraduate study abroad, and

several hundred Egyptian government and American Peace Fellowship awards annually permit study to doctoral level; in the field of English studies such awards involve study in Britain or the United States. At the BA level, most arts graduates are likely to go into commerce, tourism, hotel reception, minor government posts, etc; graduates from Faculties of Education into teaching. Diplomas and MAs in Applied Linguistics are offered by Cairo, Ain Shams and Alexandria Universities, and the American University of Cairo.

University libraries are seldom conducive to research work. While some, such as Cairo and Ain Shams, are well-stocked, access to the books is frequently difficult even for postgraduates, the dominant philosophy of most institutional librarians in Egypt being that books should be secure rather than available for use.

CDELT Ain Shams publishes the Proceedings of the annual ELT Symposium, and proposes to establish a register of all MA and PhD dissertations in Applied Linguistics and TEFL completed in Egyptian universities. The Ministry of Education's National Centre for Educational Research maintains a record of all Egyptian postgraduate dissertations in education.

Links with British universities in the field of English studies are informal, and normally stem from relationships established during periods of postgraduate study, etc in the UK, via scholarships, bursaries, visitorships and specialist courses. A network of informal links with British university departments of English studies is also formed through Council ELOs, KELTs and ELT TCOs, and via spectourists. Normally three or four Council scholarships are devoted to English studies annually, as are ten to twelve summer school awards for Egyptian teachers of English, eight to ten bursaries, and six to eight visitorships. Special tours in English studies are occasionally arranged by the British Council, and some Egyptian universities arrange visits by UK ELT specialists independently of the Council (eg in 1982 from Glasgow University to Ain Shams and Zagazig Universities, and from Bath University to Al Azhar). Such private initiatives are, of course, warmly encouraged.

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15. GENERAL STATEMENT

The following are the main weaknesses of the present situation:

Shortage of trained staff Many 'specialist' teachers are not, in fact, specialists. Faculties of Education are not sufficiently practical. The mass of non-specialist teachers do not receive adequate on-the-job training. The number of teachers who were taught by British teachers and retain a near mother-tongue fluency continues to decline. A large number of the better teachers seek greater rewards in other Arab countries. Training courses, other than those which are KELT-designed, devote too little time to language learning and the methodology of language teaching. The supply of adequately trained teachers has not kept pace with the expansion of the education system. Shortage of teachers means very large classes. Moves are now afoot, however, for the retraining of large numbers of graduate and non-graduate teachers. At the university level, the shortage of trained staff is being corrected by a massive programme of admissions, whereby many graduates will go ahead for PhD training on full fellowships, linkage schemes, etc.

Curricula

Universities, until recently, have been working to a syllabus current in the 1950s, except for an enlightened few Faculties of Arts and Education that continue to use a literary-based syllabus even when literature is inappropriate to the needs, and beyond the competence, of the students. Pressure for reform has been brought to bear on the Universities Supreme Council, however. The widespread introduction into Faculties of Education, with effect from October 1982, of the Ain Shams CDELT-produced University Course in English for Egypt, together with the related emphasis on methodology and pedagogical upgrading at the outreach stage, are major steps in the right direction.

Books

Much of what is available does not equate with the duration, intensity and degree of difficulty of the course. Books are expensive to buy, bookshops having to deposit a high percentage of the cost of books before they can secure permission to import; smaller, private bookshops cannot afford to carry excessive credit. ODA and British Council book presentations help to mitigate this problem, as does the Low-Priced Books Scheme. The Cassells-Macmillan-Longman-Heinemann ELT textbook project should ensure the introduction, in 1983-84, of sound and appropriate course materials at the preparatory level. It is to be hoped that a similar initiative will be taken for the secondary schools. The Government is currently establishing centres for the local printing of low-cost school and university textbooks.

Streaming

The low criteria for university intake (five University of London GCE 'O' level passes or the equivalent in the Egyptian Thanaweya Amma examination surfice) mean a wide scatter of abilities. The best students go into medicine and engineering, the poorest into arts education and commerce. Consequently, English in Education is held in low esteem.

Examinations

Traditional essay-type questions and examination methodology, involving much labour in marking and precise assessments, continue to prevail in universities although, at school level, multiple choice and objective questions have now been introduced, together with guided-paragraph and guided-letter writing which are easier to correct. The short instructional year, further eroded by national holidays, examinations, etc, adversely affects education at all levels. The effective academic year is only November-April.

Efforts have been made to remedy some of these defects. Advice on all relevant matters is available to the Egyptian authorities. The British Council, in its own work and as the agent of the ODA, has concentrated its efforts on upgrading English language skills in Faculties of Education, on ESP, and on producing teaching materials appropriate to the needs of the technical schools. Close liaison is maintained with the Americans, to ensure that resources are concentrated where needed and duplication of effort avoided. The KELT programmes 1982-1983 will involve work in the following areas: (a) graduate programmes in Cairo and Alexandria, for the upgrading of ELT expertise; (b) outreach programme for faculty improvement and curriculum development in provincial universities; (c) collaboration with the Ministry of Education in the development of materials and strategies for in-service

training of nor-specialist teachers of English in the schools; (d) intensive language training for university staff, including those proceeding on missions abroad; (e) materials development for the technical sector; (f) ESP, both for the faculties and, through the Council DTEOs, for technical project candidates officially sponsored for Technical Assistance awards, and whose English needs improving before they go to Britain for further professional training.